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ABSTRACT

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is intended for postsecondary students. The guide incorporates an extended syllabus that sketches a two-semester survey course. This course provides students with a serious grounding in U.S. history. It also demonstrates the perennial contests over the meaning of the U.S. past among historians in particular, and among the American people in general. Assessing evidence, making an evaluation of arguments, and critical thinking skills are discussed. (LB)

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ED 430 844

CROSSROADS

A K-16 American History Curriculum

The Postsecondary Curriculum

I. Background Survey Course for Teachers of American History
II. Social Studies Methods Syllabus: American History Themes in Historical Inquiry Methods for Teaching CROSSROADS

A joint project of the Niskayuna School District and The Sage Colleges

Made possible with the assistance of the
Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the
United States Department of Education

SO 029 667

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CROSSROADS: A K-16 American History Curriculum

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Preface

In 1992, The Sage Colleges (Troy, NY) and the Niskayuna School District (Niskayuna, NY) received a three-year grant from the Fund for the Improvement and Reform of Schools and Teaching (FIRST) of the U.S. Department of Education to develop a seamless K-16 curriculum in American history. The curriculum, called *Crossroads,* is composed of thirty-six units equally distributed among elementary, middle, and high school grade levels, as well as course syllabi for preservice social studies educators on the subjects of American history and history education. The curriculum is chronologically organized into twelve historical periods--each covered by a unit at each of the three grade levels.

Each unit begins with an essay on the history and historiography of the period written by the project historian, Richard B. Bernstein, an Associate of the Council for Citizenship Education at The Sage Colleges and an adjunct faculty member at New York Law School and distinguished historian. The unit plans were then written by teams of Niskayuna and Sage teachers after a year-long seminar in American history and historiography with Professor Bernstein. Following their preparation, elementary and middle school units were field tested within the Niskayuna District and in the Albany City School District. The middle school curriculum was also field tested in two Ohio districts. All units were reviewed by an advisory panel. The project is directed by Stephen L. Schechter, a Professor of Political Science and Director of the Council for Citizenship Education at The Sage Colleges, and by Henry E. Mueller, Niskayuna Middle School Social Studies Coordinator. The project is administered by the Council for Citizenship Education.

Developed by the Niskayuna-Sage partnership, the "crossroads" model of curriculum development begins with three strategic junctures of history education: (1) at grades seven and eight, where a natural "crossroads" already exists between elementary and secondary education, between childhood and adolescence, and between an interest in the concrete and a capacity to grapple with the abstract; (2) in the first year of postsecondary education, where students are taking surveys of American history, government, and education which can provide a critical juncture between secondary and postsecondary education; and (3) in capstone experiences of postsecondary education, notably social studies methods and student teaching, in which students experience another transition, this time between their undergraduate experience in postsecondary education and the prospect of a teaching career rich in lifelong learning experiences.

Acknowledgments

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I. CROSSROADS BACKGROUND SURVEY COURSE FOR TEACHERS OF AMERICAN HISTORY

Introduction

The following incorporates an extended syllabus that sketches a two-semester survey course for American history as one component of the CROSSROADS curriculum development project. It is designed to complement the other components of the CROSSROADS project, thereby fulfilling the project's goal of proposing a fully integrated curriculum for American history from elementary school through undergraduate college.

This syllabus can be used in three ways: as an inservice refresher course by teachers who are new to the teaching of American history or the CROSSROADS curriculum; as an AP American history course for high school students; or as a college course for pre-service social studies majors. The course is presented as a one-year, two semester or trimester sequence, though the teacher can condense it as appropriate.

Organization: Two Semesters versus Three Trimesters

A survey course for American history can take the form either of the traditional two-semester format, breaking after Reconstruction, or the newer trimester format that is increasingly finding favor. The semester approach has long dominated the field, and has shaped virtually every major undergraduate history text; it therefore is the basis for this syllabus. It should be noted, however, that history professors are finding the semester structure increasingly problematic for the simple reason that there is more history to cover, both quantitatively and qualitatively. Quantitatively, the semester approach began in the 1940s; it simply is not suited to expand indefinitely to cover the additional crowded half-century of history since the end of the Second World War. Qualitatively, college history courses increasingly have integrated historiography with history, to introduce students to the various ways that historians study and interpret the past; the explosion of diverse approaches to the study of American history in the past half-century makes it even more difficult for a traditional semester college history course to cover the full sweep of American history.

The trimester approach permits fuller coverage of the history itself and of the development of American historiography. Such an American history survey course would serve more effectively another function traditionally assigned to survey courses -- that of providing an introduction to the study of history both for prospective history majors and for those who are taking the survey course to satisfy a distribution requirement.

Note: There are two ways to divide American history into a trimester format. In both of these, the first trimester would cover American history from the pre-Columbian era to the end of the eighteenth century, with a final set of reflections on the legacy of the American Revolution. In one version, the second trimester would span the nineteenth century, beginning with the inauguration of Thomas Jefferson and ending with the assassination of William McKinley, with the third trimester beginning with the Progressives and running up to the present. In the other version, the second trimester would begin with Jefferson and end with the end of the First World War, with the third trimester beginning with the 1920s and running up to the present. The first version is preferable, as it comports with the growing tendency of colleges to offer courses on the 19th century and the 20th century. The following table shows how the two-semester course can be reconfigured for three trimesters.

Two-Semester Course *Versus* Trimester Course

Two-Semester Course	Trimester Course
First Semester: Contact to Reconstruction	*First Trimester: Foundings*
The Americas to 1500	The Americas to 1500
Contact: Europe and America Meet 1492-1620	Contact: Europe and America Meet, 1492-1620
The Founding of New Societies, 1607-1763	The Founding of New Societies, 1607-1763
What Was the American Revolution? 1760-1836	What was the American Revolution? 1760-1836
The Ambiguous Democracy in America 1800-1848	
"Now we are engaged in a great civil war" 1848-1880	
	Second Trimester: The Nineteenth Century
	The Ambiguous Democracy in America, 1800-1848
	"Now we are engaged in a great civil war" 1848-1880
Second Semester: Confronting the Modern World	
"What, then, is this American?" 1865-1900	"What, then, is this American?" 1865-1900
Waves of Reform, 1880-1921	
Boom and Bust, 1921-1933	
The Age of Franklin D. Roosevelt, 1933-1945	
"Leader of the Free World" 1945-1975	
A Nation in Quandary, 1975--	
	Third Semester: The Twentieth Century
	Waves of Reform, 1880-1921
	Boom and Bust, 1921-1933
	The Age of Franklin D. Roosevelt, 1933-1945
	"Leader of the Free World" 1945-1975
	A Nation in Quandary, 1975--

Relationship to CROSSROADS

The CROSSROADS college survey course for American history uses the system of periodization and the eight overarching themes developed for the other components of the CROSSROADS curriculum development project. (See *CROSSROADS Essays in American History* by Richard B. Bernstein for a complete discussion of periodization and themes.) The periodization system is as follows:

1. The Americas to 1500
2. Contact: Europe and America Meet, 1492-1620
3. The Founding of New Societies, 1607-1763
4. What Was the American Revolution?: 1760-1836
5. The Ambiguous Democracy in America, 1800-1848
6. "Now we are engaged in a great civil war": 1848-1880
7. "What, then, is this American?": 1865-1900
8. Waves of Reform, 1880-1921
9. Boom and Bust, 1921-1933
10. The Age of Franklin D. Roosevelt, 1933-1945
11. "Leader of the Free World": 1945-1975
12. A Nation in Quandary, 1975--

The eight basic themes, known as "Topics of Continuity and Change," are as follows:

A. Geography as the Setting of American History
B. The Evolution of American Political Democracy
C. The Evolution of American Political Ideas
D. The Evolution of American Society
E. The Question of a Distinctive American Culture
F. America as a Gathering of Peoples and Cultures
G. The Development of an American Economy
H. The Changing Role of America in the World

The American history survey course is part of the CROSSROADS curriculum project. The elementary-school component of the CROSSROADS curriculum introduces students to the ideas (i) that important things about the world they live in, the nation of which they are a part, and the lives they lead have roots in the past; (ii) that the past is the record of what human beings like themselves thought, said, and did; and (iii) that the past did not happen all at once, but has a structure known as *chronology*. The middle school curriculum, the keystone of the CROSSROADS project, introduces students to the chronological structure of American history and to the eight overarching themes of American history defined by the CROSSROADS curriculum, and enables them both to orient themselves within that structure and to think about the past as historians do. The high school curriculum refines and extends the understanding of American history that the students have acquired to date, challenging them to make first ventures of historical exploration and analysis, to compare and contrast historians' changing

explanations of the past, and to engage with the various forms of historical data and evidence.

The survey course is the traditional "last stop" for students who choose not to go on to become professional historians and the nontraditional first stop for beginning teachers who are preparing to teach social studies and/or history. It ought to be something more, providing students who choose not to pursue historical careers with a serious grounding in American history that they can draw on in their future lives as adults and citizens. It ought to give a sense of the perennial contests over the meaning of the American past among historians, and among the American people as a whole. It ought to give a sense of the value such skills as assessing evidence, making and evaluating arguments, and critical thinking.

The basic text for this course is Alan Brinkley, *The Unfinished Nation: A Concise History of the American People* (New York: Knopf Textbooks/McGraw-Hill, 1993) to be supplemented by documents and historiographical readings identified in the syllabus. Unfortunately, publishers of historical textbooks have not kept in print such valuable historiographical anthologies as Sidney Fine's and Gerald Brown's *The American Past* (4th ed., New York: Macmillan, 1973); the leading documentary anthologies, such as Henry Steele Commager and Milton Cantor, eds., *Documents of American History*, 10th ed. (New York: Prentice Hall, 1989) and Daniel J. Boorstin, ed., *An American Primer* (New York: Mentor/NAL, 1965), are either too costly or three decades out of date; and the cost of such individual collections of documents and historiographical excerpts as the *Amherst Series* published by D. C. Heath & Co. precludes their use as a set of course supplements.

FIRST SEMESTER

1. **The Americas to 1500 [week 1]**
   Reading: BRINKLEY ch. 1

   Session I: North America
   This session introduces the variety of peoples and cultures in North America before the contact with European nations and peoples. It provides a brief introduction to Native American ideas of human beings' relationship with the natural world, government, economy, religion, and law. The principal historiographical focus is on the challenge of chronicling the history of preliterate or nonliterate peoples and societies.

   Session II: Central and South America -- Native American Empires
   This session introduces the variety of peoples and cultures in Central and South America before the contact with European nations and peoples, emphasizing the great Maya, Aztec, and Inca empires. The historiographical focus is on the nature of Indian empires as mingling high levels of cultural achievement with beliefs, customs, and practices often termed barbaric.

2. **Contact: Europe and America Meet, 1492-1620 [weeks 2-3]**
   Reading: BRINKLEY ch. 2

   Session I: European Nations Encounter America
   This session focuses on the voyages of exploration and discovery by such European nations as Portugal, Spain, England, and France. It limns the chronology of European exploration, but goes beyond the conventional dates and places to assess the spectrum of motives and goals that the different European nations had.

   Session II: The Problem of Contact
   This session comes to grips with the range of European assessments of those peoples who were already in the Americas, of the various forms of contact (both benign and tragic) between Europeans and Indians or Native Americans, and of the growing significance of America as an idea in European thought. The historiographical focus is the problem of interpreting what historians have called "the Columbian exchange."

3. **The Founding of New Societies, 1607-1763 [weeks 4-6]**
   Reading: BRINKLEY ch. 3

   Session I: Planting Colonies
   This session assesses the various reasons for which European nations established settlements or colonies in the Americas and traces the development of European colonial settlements in the Americas.

Session II: Understanding Colonial America
This session narrows the focus to the new societies of British North America. It explores the range of colonial forms of organization and politics, the spectrum of religious beliefs and economic practices, and the first stirrings of colonial perceptions that the colonies might share a common American identity. It also presents the remarkably fruitful explosion of colonial historiography. Noting that colonial American history spans nearly two centuries, this session concludes by reasserting the importance of the colonial experience.

Session III: Clashes of Empires
This session depicts the principal factor that obsessed the British colonists in North America between the late 1600s and 1763 -- wars with the French and Spanish colonial empires. It shows how the European powers and their American possessions clashed repeatedly, and (taking account of important advances in the historiography of the "colonial wars") depicts the consequences of those wars for Indians (or Native Americans) as well as for the British settlers and colonists. Finally, it shows, in the triumphant British North America of 1763, seeds of future trouble with the mother country.

4. **What Was the American Revolution?: 1760-1836 [weeks 7-9]; *The Declaration of Independence* and *The Constitution of the United States***
Reading: BRINKLEY chs. 4-6

Session I: The American Revolution
What was the American Revolution? This session begins with the disputes over taxation, law, and constitutionalism between the British colonists and the mother country, tracing more than a decade of conflict until its culmination in the Declaration of Independence. It also sketches the nature of the American Revolution as a military conflict and a diplomatic problem for the new nation.

Session II: An Age of Experiments in Government
This session traces the Americans' grappling with and creative solutions to the problems of establishing legitimate republican governments for themselves in the wake of the collapse of British authority and their similar struggles to cement an American union as a political and constitutional reality. It culminates with the decision to convene the Federal Convention in 1787.

Session III: The Constitution and the Federalist Era
Was the Constitution the culmination of or a repudiation of the American Revolution? This session traces the framing and adoption of the Constitution, and the first decade of that government's operation. It addresses the problems posed by the new government, the struggles of the nation's politicians to make the constitutional system work, and the growing divisions within the nation over issue of principal and partisan rivalry. It culminates with the inauguration of Thomas Jefferson in 1801; but adds an epilogue as the elderly leaders of the Revolutionary generation assess the results of the nation they launched nearly half-a-century before.

5. **The Ambiguous Democracy in America, 1800-1848 [weeks 10-11]**
Reading: BRINKLEY chs. 7-10; Alexis de Tocqueville, *Democracy in America* [excerpts]

Session I: Jeffersonian Democracy and Its Contradictions
This session addresses the nature of the fragile new republic, its unique brand of aristocratic democracy, and its struggles to secure its interests in the turbulent world of European power politics. It culminates with the abrupt ending of the "Era of Good Feelings" in the mid-1820s and its supplanting by the more populist, rough-and-tumble forces of Jacksonian democracy.

Session II: Jacksonian Democracy and Its Contradictions
What was Jacksonian democracy? This session assesses this complex and self-contradictory phenomenon, taking account of the conflicting visions of Jacksonian America prevalent at the time, the profusion of reform movements, and the rapid evolution of Jacksonian historiography.

6. **"Now we are engaged in a great civil war": 1848-1880 [weeks 12-14]**
Reading: BRINKLEY chs. 11-15; Abraham Lincoln, selected speeches

Session I: The Impending Crisis
This session examines the historical processes and trends that exacerbated sectional divisions and conflicts from the end of the Mexican War to the Southern states' attempt to secede from the Union and the bombardment of Fort Sumter.

Session II: The Nature of the Civil War
This session surveys the history of the Civil War -- providing both a grounding in the chronology of the conflict and an analysis of the war's effects on and cultural significance for the Union and Confederate populations.

Session III: Reconstruction: America's Unfinished Revolution
This session traces both the events and processes of Reconstruction and the development of historical scholarship on the subject. It stresses the leading role played by the freed slaves in attempts to rebuild the polities and societies of the Southern states, and the failure of Reconstruction in the 1870s.

SECOND SEMESTER

1. **"What, then, is this American?": 1865-1900 [weeks 1-2]**
   Reading: BRINKLEY chs. 16-18

   Session I: The Old Order Passes
   This session begins with perhaps the single most venerable issue in American historiography -- the passing of the American frontier; it explores the development of Western societies and the growth of the frontier myth in American thought. It also assesses the Indian Wars of the nineteenth century, culminating with the tragedy of Wounded Knee. In sum, it introduces students to the meaning of a term more often bandied about than understood: modernization.

   Session II: Urbanization, Industrialization, Immigration
   Building on the previous session, this session traces the three major influences that transformed American society and helped to give rise to the leading preoccupations of American life in the twentieth century. It focuses on the growing urbanization of America; the rise of the modern integrated national economy, with its basis on rapid industrialization, the accumulation of capital, and the rise of the countervailing power of American labor; and the waves of immigration from Europe and Asia that helped to transform American life in the late nineteenth and early twentieth centuries.

2. **Waves of Reform, 1880-1921 [weeks 3-5]**
   Reading: BRINKLEY chs. 19-23

   Session I: Populism -- The Revolt of the Masses
   This session focuses on the rising tide of discontent in the Western states and among American workers in the late nineteenth century. It also focuses on the struggle to interpret the Populist revolts -- whether Populism was a truly democratic revolt against entrenched industrial, economic, and political power, a backward-looking, bigoted last stand against the forces of modernization, or combined elements of both polar interpretations.

   Session II: The Problem of Progressivism
   This session posits the heterogeneous movement known as Progressivism as a principal factor shaping American history in the twentieth century. It seeks to assess the range of interpretations by which historians have sought to explain Progressive reform movements, and the effects of the various Progressive reform movements on American life.

   Session III: The Failed Quest for World Order
   This session assesses the American nation's gradual immersion in world affairs at the turn of the twentieth century -- including the Americans' attempts to respond to -- and to imitate -- the European world powers' efforts to build colonial empires. Its principal focus, however, is on the Americans' responses to the First World War and to the victors' efforts to forge a just and lasting peace.

3. Boom and Bust, 1921-1933 [weeks 6-7]
Reading: BRINKLEY chs. 24-25

Session I: The Contradictory Culture
The often-misunderstood era of the 1920s is the focus of this session, which examines such phenomena as the rise of mass culture, the "noble experiment" of Prohibition, and the growing cultural divide pitting the "boosterism" of the majority of Americans against those groups excluded from the mainstream of American life.

Session II: Economic Dreams Collapse
This session focuses on the Great Depression -- the germinal economic event of the twentieth century. Tracing the causes and effects of the Great Depression, it shows how the Depression not only exacted economic hardship throughout the American population, but shattered the prevailing assumptions about the permanence of American prosperity and the nature of the economic system.

4. The Age of Franklin D. Roosevelt, 1933-1945 [weeks 8-9]
Reading: BRINKLEY chs. 26-28

Session I: The Evolving New Deals
What was the New Deal? And how many New Deals were there? Did Franklin D. Roosevelt's administration cure the Depression? This session deals with the complex phenomenon known as the New Deal, and with the New Deal's transformation of Americans' ideas about government's place in American life.

Session II: The Renewed Quest for World Order
The most agonizing war of human history -- the Second World War -- is the focus of this session. It assesses the war and the events leading up to it in all their complexity -- as a problem for the nation's diplomacy, as a major factor in the nation's final recovery from the Great Depression, as a pivotal event that shaped American history, society, and perceptions of the world for half a century. It sketches the contours of such perennial historiographical debates as the causes of American entry into the war and the decision to use the atomic bomb as a means to end the war.

5. "Leader of the Free World": 1945-1975 [weeks 10-12]
Reading: BRINKLEY chs. 29-31

Session I: The Beginnings of the Cold War
The half-century of the Cold War still reverberates throughout American life; this session examines its origins as both a historical process and a perennial (and highly contentious) historiographical problem.

Session II: The Short-Lived "American Century"
This session examines the complexity of life in what was called "the American Century,"

focusing on the rise of the civil rights movement, the heyday of consumer culture, the emergence of mass media as a major cultural and political force, and the complex evolution of values and standards of conduct in the 1950s and early 1960s.

Session III: The American Century Self-Destructs
This session examines the era usually known as the "Sixties," which began with the assassination of John F. Kennedy in 1963 and drew to a close with the resignation of Richard Nixon in 1974 and the collapse of South Vietnam in 1975. It seeks to provide historical perspective on the nature of the civil rights, black power, and women's rights movements of the Sixties, the cultural transformations that swept American life in that time, and the ultimate shattering of American self-confidence by Vietnam and Watergate.

6. A Nation in Quandary, 1975-- [weeks 13-14]
Reading: BRINKLEY chs. 32-33

Session I: Recovering from Failure: The 1970s
In the 1970s, not only were Americans deeply uncertain about their nation's place in the world, or the continuing success of American economy and society at home -- they began to question some of the basic assumptions of modern American life.

Session II: A Conservative Tide?
As the credibility of the major American institutions collapsed in the 1970s, Americans searched desperately for ways to revitalize those institutions and restore the people's faith in the American experiment. The conservative tide of the 1980s promised to do just that, but Americans were bitterly divided as to whether it had met its goals and fulfilled its promises.

II. CROSSROADS SOCIAL STUDIES METHODS SYLLABUS: AMERICAN HISTORY THEMES IN HISTORICAL INQUIRY METHODS FOR TEACHING THE CROSSROADS CURRICULUM

Introduction

This syllabus is intended for a college-level unit (of three to four weeks) on the subject of teaching American history using CROSSROADS, a K-16 curriculum in American history. The unit can be included within a course on Social Studies Methods at the undergraduate or graduate level, or it can be used alone as a preparatory course for the novice or veteran CROSSROADS teacher. This methods course can be for the elementary and/or the secondary grade levels.

Ideally, students using this unit should have prior coursework in American history and human growth and development. Educational psychology and learning theory are other courses of value.

Course Readings

There are two companion works to this CROSSROADS Methods Syllabus. One is the CROSSROADS K-12 American history curriculum itself and the other is *CROSSROADS: Essays in American History* by Richard B. Bernstein, which is a collection of background content essays that introduces and frames the curriculum. While references to particular essays are made within this syllabus, students taking this course will have to read both the essays and the curriculum on their own early in the methods course. Therefore, content assignments are not included with each theme; the student/teacher is expected to know the relevant material of the historical period.

There are two additional references to be used in conjunction with this course: B. Joyce, M. Weil, and B. Showers, *Models of Teaching* (Englewood Cliffs, NJ: Prentice-Hall, 1992); and Christine Sleeter and Carl Grant, *Turning on Learning: Five Approaches for Multicultural Teaching* (Columbus Ohio: Merrill, 1989).

Course Goals

There are three major areas for teachers of social studies to master:

1. A broad knowledge of subject matter, including chronological and cultural history, aspects of political science and economics, and other social sciences as necessary such as anthropology and archaeology.

2. Practical and theoretical knowledge concerning pedagogy and the models of learning and teaching these subjects, such as the inquiry method, concept teaching, and cooperative learning.

3. Knowledge of the psychological and cognitive development of the learner and how that development interacts with the first two areas, especially pedagogy.

Each of the eight themes in the CROSSROADS curriculum has important assumptions embedded within it. The list below presents the salient teaching methods for each theme. For example, geography requires not only a love of maps and geological features and topography, but also that teachers be able to move from concrete to abstract thinking, from directly acting upon and with materials to engaging and deciphering abstract symbols. On the other hand, teaching about the evolution of American democracy is ideal for concept teaching and development. In the middle school, teaching the inquiry method is ideal for subjects that students are highly motivated to research such as aspects of American culture. There are other methods that are also important in each theme, but they will not all be extensively addressed. Although many of the methods are applicable across the themes, students will learn the approaches thematically. At the end of the course, there will be a period for the integration of methods through the CROSSROADS material. A correlation of CROSSROADS themes and units is found at the end of this syllabus.

Pedagogical Methods for CROSSROADS Themes

I. Geography as the Setting of American History
- Teaching from concrete to abstract: hands-on to symbol systems
- Integrating geography, geology, and the environment in history making deductions and inferences

II. The Evolution of American Political Democracy and Ideas
- Concept teaching
- Teaching with inductive thinking
- Cooperative learning and the inquiry model

III. The American Society

A. The Evolution of American Society
- Inquiry models
- Teaching about moral development, ethics and values
- Sociological tools
- Board games and simulations
- Introduction to point of view

B. The Question of a Distinctive American Culture
- Teaching about aesthetics, literature, architecture, music, art
- Approaches to American invention, scientific and technological development: applications and inquiry

C. America as a Gathering of Peoples and Cultures
- Approaches to teaching about multiculturalism: human values and group

dynamics, single group studies, cultural pluralism, multiculturalism, social reconstructivism
- Teaching about point of view

IV. The Development of an American Economy
- Teaching basic principles of economics
- Using applications and simulations (Stock Market Game)
- Group investigation

V. The Changing Role of America in the World
- Teaching critical thinking and problem solving
- Geographical concepts in America's changing role
- The information explosion and point of view

Theme I. Geography as the Setting of American History

Rationale: Geography is very much a cognitive developmental issue. In the past, it has often been taught as though students could attend to, and learn, at any level of abstraction. As a result, children often have not had a clue about the meaning of geographical subject matter. This sequence of teaching methods attends to issues of cognitive development, moving from concrete and egocentric notions of place, time, and orientation to gradually more abstract and hypothetico-deductive thinking abilities.

There is a large body of information, research studies, and descriptive work about the psychological development of geographic knowledge and the underpinnings of geography. This body of knowledge has been developed because of recent significant awareness among social scientists that geography has not been taught in previous years, even to a remotely satisfactory degree. It should therefore be assumed that a novice teacher group will have little knowledge or understanding of world geography, its concepts, or its vocabulary. This particular section of the methods course is designed to begin to remedy that situation.

Two major areas of the CROSSROADS curriculum have been selected for focusing on geography because of its pivotal role in these historical periods. The first historical period for geographical knowledge is that of the American continent as Native Americans knew it and Europeans discovered it. The second is the expansion of the United States across its burgeoning boundaries in the period including the Civil War in which America's geography clearly had been crucial. The following are the syllabus assignments for the new teacher of this material. The instructor will serve as a guide for historical and geographical text material to fulfill the requirements.

The course begins with a session in the college library to introduce the students to the layout of the library and the various resources available.

The instructor will also present a developmental framework for the understanding of geography in the young adolescent. In particular for adolescents, the transition from concrete

to abstract thinking will be discussed in its implications for thinking about and learning geography. Re-read the Introduction to Bernstein's *Essays* for the historical and integrated framework of the syllabus.

A. Unit I: The Americas to 1500

Note: An additional resource is the New York State Education Department's *Ibero-American Heritage Columbus Quincentennial Curriculum.*

1. Become an expert on one section of North America

    a. Describe the geography as completely as possible from at least four different types of maps. Include what you need to know about the symbolic keys used on the maps.

    b. Describe the geology of the area using appropriate reference materials.

    c. Describe the native peoples in the area and the key aspects of their cultures.

    d. Describe the culture of these people in relation to geography.

2. Develop a presentation

    a. Develop categories of similarities and differences among the geographical areas and cultures found within the region studied.

    b. Develop causal explanations.

3. Group activities

    a. What activities will be useful and interesting to adolescents?

    b. What will be difficult? For example, for many middle school students, maps are hard to read since they have had little experience working with maps. Use your own experience in this assignment to guide you in helping your future students. How did you make the transition to map symbolism?

    c. Develop a hierarchy of learning tasks for elementary, middle, or high school as a structure of individualization for one of the assignments in Section A. You should assume that the classes are heterogeneous and therefore learning tasks should be developed at all levels of Bloom's Cognitive Taxonomy.

4. Develop a bibliography of Indian writing about nature.

B. Unit VI: "Now we are engaged in a great Civil War," 1848-1880

Note: Unit V, "Ambiguous Democracy 1800-1848," could be used in a similar manner.

1. Geography of the Southern slave economy

    a. Develop an overall profile of Southern agriculture in relation to the geography of the Deep South.

    b. Become an expert on one cash crop, e.g. rice, indigo, cotton, tobacco particularly as it relates to geography.

    c. Develop a portfolio of primary and secondary materials to teach students about this crop (e.g., see National Council for the Social Studies materials on the rice economy and plantations).

2. Geography and the Northern industrial economy

    a. Map the river systems of the Northeast.

    b. Plot economic development in relation to your map project.

3. Geography and U.S. expansion "from sea to shining sea"?

    a. The great rivers

    b. The railroad and the Great Plains

4. How did geography contribute to the results of the Civil War? (There are numerous projects inherent in this question.)

5. Follow the geographical influences into the post-Civil War period

    a. Encroachment on Native American lands

    b. The American railroad system

    c. The "Robber Barons"

    d. Beginning of the agricultural revolution

    e. Geography and inventions

Theme II. The Evolution of American Political Democracy and Ideas

This theme combines Bernstein's two political themes. Units I, IV, and V and Bernstein's introductory essays are the foci for pedagogy for teaching this theme. First, read Bernstein's *Essay IV: What Was the American Revolution?* as a basis for teaching concepts.

The models of concept teaching are presented using readings from Bruce, Weil, and Showers (1992), which incorporate Jerome Bruner's work as well as other models. Novice teachers will be expected to apply these models to historical material.

A. The methods of teaching concepts

1. Reprise and review of European contacts: Teaching the concept of treasure over time.

    a. Develop a plan for teaching the concept of treasure, for example, using inductive thinking. What are examples of treasure for the early European explorers? What were they searching for? For advanced students, V.S. Naipul's account, *The Search for El Dorado,* is fascinating reading. Then make a table comparing examples of treasure today (as seen by any particular age of students) to treasures as seen by "explorers" of the Caribbean. Develop a definition of treasure from your tables. Test your defined concept with other examples, perhaps from other eras in history.

2. Apply the concept teaching model to the evolution of the notion of democracy. What was the meaning of the concept of democracy in 1780? How would you teach the *concept* at several different time periods? What components would the definition have?

B. Unit IV: What Was the American Revolution?

1. Use the same concept teaching method to define the term revolution as a concept through inductive reasoning.

2. Write a framework for several dramas about the periods before, during, and after the American Revolution, as a means to provide your students with a guide to finish the dramas as projects. For example, see the play and/or movie, *1776*. Also use documents such as Abigail Adams' letters to John Adams, and the writings of Jefferson and Thomas Paine.

C. Unit V: The Ambiguous Democracy

1. Read Bernstein's *Essay V* and the chapters on the inquiry models and cooperative learning models in Joyce, Weil, and Showers.

2. Present the cooperative learning models of Slavin, Sharan and Schachar, Johnson and Johnson. Each model should be reviewed and then used within subsequent models as in the next section.

3. This is an ideal place to introduce the inquiry model to teachers and students. There are a number of interesting problems for young people to investigate during this historical period. A sample list of problems would include Indian (Native American) policies and Indian land policy, The Trail of Tears, protagonists in the Indian issue such as Andrew Jackson, William Henry Harrison, and Tecumseh.

The puzzling events or problems can be taken directly from CROSSROADS. From there, the model is developed as follows:

- questions within the problem to be researched
- tasks to be done by the individuals
- time frame developed and written down for each person
- data gathered
- hypotheses developed and discussed (in group or whole class)
- substantiating data collected
- deductions made and prepared as a paper and/or report
- further questions to be studied

Theme III. The American Society

This theme combines Bernstein's three social themes. It ideally relates to Unit VII: *"What, then, is this American" ca. 1865-1900,* since the Union is established and the waves of migration to the West and immigration into the U.S. are in full swing. Unit VIII: *Waves of Reform* is also useful for these themes. Both units form a backdrop for Themes IV and V as well. Be sure to re-read Bernstein's *Essays VII and VIII.*

A. Evolution of American Society: Unit VII: What, then, is this American? and Unit VIII: Waves of Reform

Teachers should explore and ponder the underlying values and assumptions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. After discussing and writing about these assumptions, teachers should make a list of ways in which these values and assumptions have or have not continued to the present. These explorations for teachers then form the basis for student projects.

1. Values clarification exercises: Begin with fun versions such as "Spaceship," "The Mayflower Trunk," "Alligator River." Be careful to avoid unrealistic life-or-death exercises.

2. Identify the values in the amendments as you have done previously. Form debate groups for each value and organize formal debates. These may take the form of a debate over a Supreme Court case or a lower court case. Groups then list and discuss how these values are or are not reflected in current America. Particular care should be taken to clarify and substantiate arguments.

3. Sociological tools and group investigation projects: In each of the following, the novice teachers should first do the projects and then plan them for his/her students at the appropriate level.

a. Have students use secondary sources for population growth, growth of industries (such as railroads, steel, or oil), and numbers of immigrants from various countries. (See pp. 7-8 of Bernstein's *Essay VII*).

b. Make bar graphs of numbers and percentages. (Begin these in kindergarten and increase in sophistication.)

c. Teach averages, mean, and standard deviation to selected students and then apply those techniques to sources of data as in (a) above.

d. Apply the above to inquiry projects.

4. Simulations: Make computer or board games of "Robber Barons," women's suffrage, railroad advances, lives of the immigrants (use the Oregon Trail as an example). For the model, see Joyce, et al. Be sure the novice teachers use and discuss debriefing in this model.

5. Introducing point of view: In order to prepare to teach about point of view, the teacher should become very familiar with a number of primary documents. Choose at least three documents from those used in the text, such as the Mayflower Compact, the Declaration of Independence, and the U.S. Bill of Rights. Describe the point of view of each document you choose in as much detail as you can. Try to include your own judgments, reactions, and beliefs in your description. As one exercise, compare and contrast Thomas Paine's *Common Sense* with the statement of the Stanford University professor about aiding draft resistors (see Unit XI).

B. The Question of a Distinctive American Culture

Although there are many famous people and events in American culture, lives of historical value are a relatively untouched resource for students of all ages. Just as the curriculum introduced Harriet Tubman early in the school year, teachers can continue to introduce students and themselves to the unique and valuable individuals in American history. These can include local heros and heroines too.

1. Bring in the literature of this period such as Horatio Alger, dime novels and the great works on American character such as those of Nathaniel Hawthorne, Edith Wharton, Henry James, Henry Adams. This range of novels allows for many levels of capability, both of teachers and students.

2. Group inquiry (cooperative learning) projects in art, architecture, inventions, and science: the development of the skyscraper, individuals such as St. Gaudens, Stephen Foster, Amy Beach, Julia Ward Howe, Abner Doubleday, Louis Sullivan, the great inventors, etc. Encourage both teachers and advanced students to find lesser known "greats."

3. As a concurrent theme study the development of the national park system, from Teddy Roosevelt as a Progressive, through and continuing to the current struggles to maintain parklands. This notion also coincides nicely with problem-solving for America's future.

C. America as a Gathering of Peoples and Cultures

Read Grant and Sleeter, *Turning on Learning: Approaches to Multiculturalism.* The student may also choose to read journal articles which demonstrate the differing points of view concerning multicultural teaching (Freire, Giroux, Jansen, Bartolome, King, etc.).

1. Human relations, learning about each other's differences and similarities

2. Single group studies: white European males, African-Americans, women

3. Cultural pluralism

4. Multiculturalism

5. Social reconstructivism: teaching students to make changes in society

Theme IV. The Development of the American Economy

This theme is particularly evident in Units IX and X. Read Bernstein's accompanying *Essay IX: Boom and Bust* and *Essay X: The Roosevelt Years* and use the content of the curriculum. If the novice teachers are more economically oriented, earlier units might be employed to explore the development of capitalism and issues of social welfare throughout American history. This is a more complicated content than Units IX and X require because the perspective is less in current economic terms and understanding.

1. Use a resident economist to present economic principles for understanding and for teaching.

2. Task groups should develop projects concerning the relationship of wars to productivity. At this point in the course, economics, inventions, and values and ethics should be incorporated into the projects.

3. Develop modules/units for students to trace economic principles from the turn of the century to the Roaring Twenties through the Depression to World War II.

4. For younger students, develop and gather materials including artifacts for students to learn about the Depression. Develop projects to go with these artifacts (e.g., to wash and dry the dishes for several days every night with a dishcloth; interview people who lived during the Great Depression; listen to music of the period and look at photographs such as those of Walker Evans. (Of course, these projects can be adapted for older students too.)

5. Simulations (e.g., a stock market game)

Theme V. The Changing Role of America in the World

In addition to Bernstein's last two essays and the curriculum, contemporary journalistic documents and primary documents should be used. Also, Unit V would be useful for this theme. The early frontier issues concerning land and Native Americans and encroachments of foreign powers can be used as problem-solving devices.

A. Unit XI: Leader of the Free World and Unit XII: A Nation in Quandary

1. Problem-solving exercises should be used such as categorizing, developing hierarchies of categories, researching case studies, looking for inference in news articles, or identifying point of view on TV. As in other activities, teachers should first do these exercises and then adapt them (if necessary) for students of varying ages and abilities.

2. Colonialism, the Cold War, and the new immigration

   a. Use the concept teaching model for these concepts; work on descriptive terms to develop definitions.

   b. Review approaches to multiculturalism in light of these concepts.

3. Develop cases/problems involving the "smallness" of the current world. Go to a large store and find out where the items are made. Do the same in a supermarket. Develop a series of scenarios about the environment throughout the world and the impact on America.

4. Have students role play travel agents for Americans going to particular countries. What problems will be encountered?

5. Point of view: Plan a unit for students in third grade or higher that focuses on information about our world gathered from television. Units for younger students may use programs that feature news for kids and "specials" on current issues. An alternative or addition to this unit is a unit using newspapers and magazines. Eventually, both types of units should be supplements to CROSSROADS for Themes IV and V.

   a. Develop a series of questions for your students that will help them to identify point of view. For example, what statements does the journalist make that are clearly factual? How do you know? What statements are made that are *not clearly factual*? How do you know? What kinds of evidence are offered (e.g., one or two people are interviewed about a situation).

   b. While you develop this unit, work on your own awareness of point of view. By choosing certain programs and/or newspapers for your students to view, you are already demonstrating point of view. How will you convey this to your students? You may, of course, use sources from a wide spectrum of viewpoint, but you should clearly understand beliefs and feelings so that they do not interfere with student learning.

Assessment

Assessment of student understandings can be connected to a supervised practicum. The college in-class experience can be tested out by a practicum where students have the opportunity to try out their ideas in a school classroom.

Correlation of CROSSROADS Themes and Units

Theme I: Geography as the Setting of American History

Elementary K-2

Unit I	K:	Lessons 1, 2
	1:	Lesson 1
Unit II	K:	Lesson 2
	1:	Lesson 2
	2:	Lesson 3
Unit III	K:	Lessons 2, 3
	1:	Lesson 1
	2:	Lesson 1
Unit IV	1:	Lesson 1
	2:	Lesson 1
Unit VII	K:	Lesson 1
	1:	Lesson 2
	2:	Lesson 1

Elementary 3

Unit I	Lesson 2
Unit II	Lesson 2
Unit III	Lesson 1

Elementary 5

Unit VII	Lesson 3

Middle 7-8

Unit I	Question/Problems 1-2
Unit II	Question/Problem 1
Unit III	Question/Problem 1
Unit IV	Question/Problem 1
Unit V	Question/Problem 3
Unit VII	Question/Problem 5
Unit XII	Question/Problem 3

Theme II: The Evolution of American Political Democracy and Ideas

Elementary K-2

Unit IV	1: Lesson 1
	2: Lesson 1, 3
Unit VI	1: Lesson 2
	2: Lesson 2
Unit XI	K: Lesson 1
	1: Lesson 1
	2: Lesson 1

Elementary 4

Unit IV	Lessons 1, 3, 6
Unit V	Lesson 1
Unit VI	Lessons 1-3, 5

Elementary 5

Unit VIII	Lessons 1-2
Unit XI	Lesson 3

Middle 7-8

Unit III	Question/Problem 4
Unit IV	Question/Problems 3-6
Unit V	Question/Problems 2, 4, 7
Unit VI	Question/Problems 2, 5
Unit VII	Question/Problems 1-2
Unit XI	Question/Problems 3, 5

Theme IIIA: The American Society: The Evolution of American Society

Elementary K-2

Unit III	K: Lesson 3
	1: Lesson 2
	2: Lesson 2
Unit V	1: Lesson 1
Unit VII	K: Lesson 1
	1: Lesson 1-2
	2: Lesson 1

Elementary 3

Unit II	Lesson 5
Unit III	Lessons 2-3

Elementary 4

Unit VI	Lesson 4

Elementary 5

Unit VII	Lessons 1, 2, 3, 7
Unit VIII	Lessons 1-2
Unit X	Lesson 3
Unit XI	Lesson 4
Unit XII	Lessons 1-2

Middle 7-8

Unit III	Question/Problems 3-4
Unit IV	Question/Problem 7
Unit V	Question/Problems 3, 6
Unit VII	Question/Problems 2, 3, 5, 9, 12
Unit VIII	Question/Problem 1
Unit IX	Question/Problems 1-3
Unit X	Question/Problem 1
Unit XI	Question/Problems 2-3, 5
Unit XII	Question/Problems 1-2

Theme IIIB: The American Society: The Question of a Distinctive American Culture

Elementary 3

Unit III	Lessons 2, 6

Elementary 5

Unit VII	Lesson 8
Unit VIII	Lessons 1-4
Unit X	Lesson 2

Middle 7-8

Unit V	Question/Problems 3, 5-6
Unit VII	Question/Problems 2-3
Unit VIII	Question/Problem 1
Unit IX	Question/Problems 1-2
Unit X	Question/Problem 2
Unit XI	Question/Problem 5

Theme IIIC: The American Society: America as a Gathering of Peoples and Cultures

Elementary K-2

Unit III	2: Lesson 3
Unit VI	2: Lesson 2
Unit VII	2: Lesson 2

Elementary 3

Unit I	Lesson 1, 5
Unit III	Lessons 2, 5, 6

Elementary 5

Unit VII	Lessons 5, 8

Middle 7-8

Unit VII	Question/Problems 10-11
Unit X	Question/Problem 3

Theme IV: The Development of an American Economy

Elementary K-2

Unit II	1: Lesson 2
Unit V	1: Lesson 1

Elementary 4

Unit IV	Lesson 6
Unit V	Lessons 3, 6-7

Elementary 5

Unit VII	Lessons 5, 7
Unit VIII	Lesson 5
Unit X	Lessons 1-2
Unit XI	Lesson 2

Middle 7-8

Unit II	Question/Problem 3
Unit V	Question/Problem 3
Unit VII	Question/Problems 5, 6-9
Unit VIII	Question/Problem 1
Unit IX	Question/Problems 3-4
Unit XI	Question/Problem 2

Theme V: The Changing Role of America in the World

Elementary 5

Unit X	Lesson 4
Unit XI	Lesson 1, 3-4

Middle 7-8

Unit V	Question/Problems 1, 5
Unit VIII	Question/Problems 2-3
Unit X	Question/Problem 4
Unit XI	Question/Problems 1, 4-5
Unit XII	Question/Problem 3